Middle School and High School ISIP Data Analysis

February 27 and 28, 2013



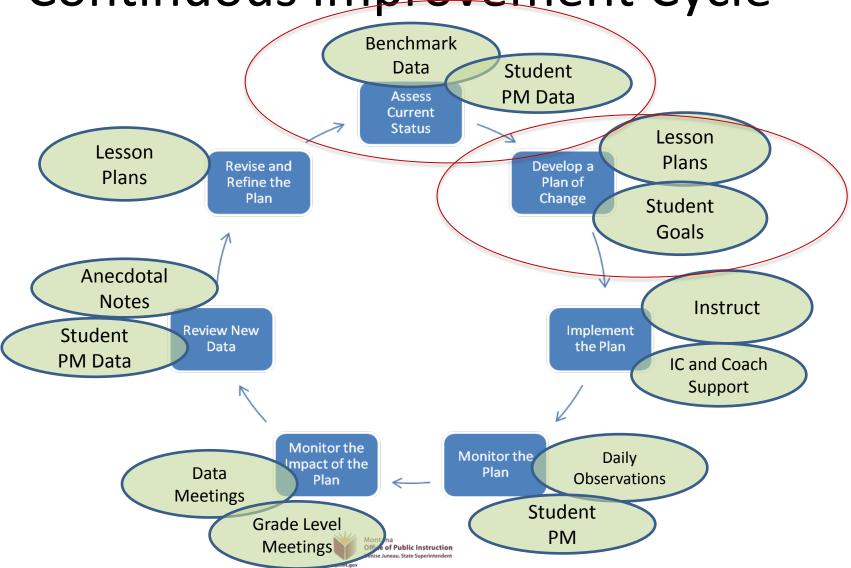
Objectives

- Compare your school's data to overall project data through ISIP summary report
- Discuss instructional implications based on ISIP data
- Establish grade level and school-wide spring benchmark goals



Student

Continuous Improvement Cycle



Project Growth Fall to Winter



Overall Project Growth Fall to Winter

MSRP Project Comparison Growth Fall to Winter

	Fall	Winter	Notes
Project	I 23%	I 21% (-2)	
Overall	S 23%	S 21% (-2)	
Growth	B 54%	B 58% (+4)	

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			Fall		Winter	Notes
	Overall	1	%	I	% ()	
	Growth for	S	%	S	% ()	
	Your School	В	%	В	% ()	



Project Summary Report Grade-level Comparisons



MSRP Project Comparisons

Middle School High School

	Fall				Winter			
	Advanced	Benchmark	Strategic	Intensive	Advanced	Benchmark	Strategic	Intensive
Middle School	9%	42%	24%	25%	7%	52%	22%	19%
High School	10%	50%	20%	19%	12%	51%	18%	18%

MSRP Project Comparisons

Middle School High School

	Fall				Wir	iter		
	Advanced	Benchmark	Strategic	Intensive	Advanced	Benchmark	Strategic	Intensive
7 th	5%	40%	27%	27%	5%	50%	24%	21%
8 th	13%	43%	22%	22%	9%	54%	20%	18%
9 th	11%	50%	20%	19%	14%	50%	18%	18%
10 th	10%	50%	21%	19%	10%	53%	18%	18%

MSRP 2012-2013 Fall (September) to <u>Winter</u> (January) Project Growth by Grade Level

6th Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 38%	I 32% (-6)	
Overall	S 29%	S 28% (-1)	
	В 33%	B 40% (+7)	

7th Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 28%	I 21% (-7)	
Overall	S 27%	S 24% (-3)	
	B 46%	B 55% (+9)	

8th Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 22%	I 18% (-4)	
Overall	S 22%	S 20% (-2)	
	В 56%	B 63% (+7)	

⊕ 9th Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 15%	I 19% (-4)	
Overall	S 23%	S 22% (-1)	
	B 62%	B 59% (+3)	

10th Grade

	Fall/Sept	Winter/Jan	Notes
MSRP Project	I 12%	I 14% (+2)	
Overall	S 13%	S 11% (-2)	
	В 74%	B 75% (+1)	



Istation's Expected Gains

PreK-8th Grade Expected Gains

	1/2 Year (December to May)	Full Year
Expected Gains	6-8 points	12-14 points
Accelerated Gains	>9 points	>15 points

^{*}Points are based on the Instruction Tier Goals for ISIP



^{**}Based on a nationally representative study of the norms.

^{***}These point ranges are subject to change based on new norms.

Project Grade Growth Discussion Questions

What trends do you see for each grade level?

- Did you assess all of your students at each grade level?
 - If not, talk about why you didn't and discuss the implications for this data.
 - If yes, your data is reflected in this report.



Discussion Questions

- Compare project grade-level growth to each grade level for your school.
- Are their grade levels in which growth was not as robust as others?
 - Discuss possible reasons why.
- Discuss implications for instruction.
- Begin discussing goals for spring for each grade level.
 - **Grade-level teachers will need to be a part of these discussions on-site.

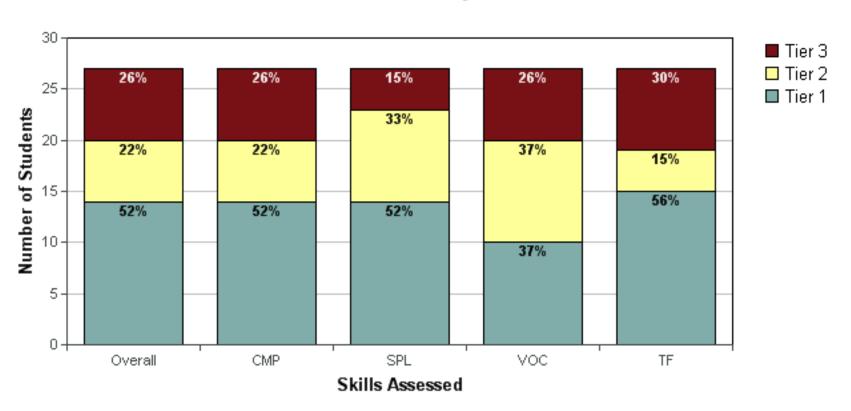


Sub-skill Comparisons by Grade Level



ABC School Grade Level Summary Report

6th Grade - January 2013





ABC School Goal Setting Worksheet January 2013

■ Grade 8th

	Fall	Winter	Spring Goals
Overall	I 14%	I 12% (-2)	1 9 %
	S 26%	S 15% (-11)	S 11 %
	B 60%	B 74% (+14)	B 80 %
Comprehension	I 17%	I 15% (-2)	I 12 %
	\$ 31%	S 29% (-2)	S 27 %
	B 51%	B 56% (+5)	B 61 %
Word Analysis	I 20%	I 21% (+1)	I 18%
	\$ 23%	S 12% (-11)	S 9 %
	B 57%	B 68% (+11)	B 73 %
Vocabulary	I 17%	I 12% (-5)	I 7%
	S 14%	S 15% (+1)	S 12 %
	B 69%	B 74% (+5)	B 81 %
Text Fluency	I 17%	I 15% (-2)	I %
	S 14%	S 12% (-2)	S %
	B 69%	B 74% (+5)	В %

Overall Instructional Recommendations:

- -Comprehension for all 8^{th} grade teachers (CRISS Study: Read Ch. 1 and 3, choose three strategies to implement and discuss together).
- -Word Analysis for Students with Intensive Needs- Provide more explicit instruction and guided practice during intervention time

Discussion Questions

- Which skills did you see good gains from fall to winter? Why?
- Which skills did not produce positive gains from fall to winter? Why?
- What are your professional development needs based on this data?
- What are the instructional implications based on this data?

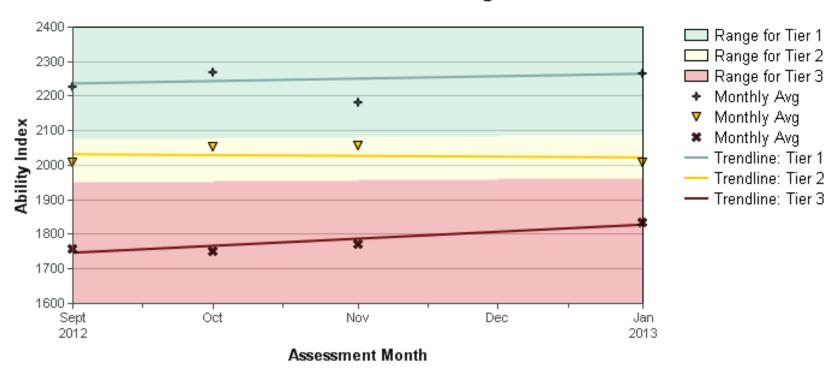


Skill Growth Comparisons



Skill Growth by Tier

6th Grade - Overall Reading



Goal Setting By Group

- Are students placed in intervention groups appropriately?
- How often are students with strategic needs being progress monitored?
- How often are students with intensive needs being progress monitored?
- Discuss current intervention groups. Does anything need to change?



ABC School Example Intervention Plan

Skill Growth by Tiers

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		1	D	
Intervention		Instructional	Progress	
Grouping	Students in Group	Focus	Monitoring	Instructor/Time/Days
Recommendations			Plan	
	Tom, Sara, Keeley,	Word Analysis	2 X's/ <u>mo</u>	Mrs. Smith
Low Intensive	Eric, and McCoy	Comprehension		1:00-2:00
				M-F
	Abby, Dawson,	Word Analysis	2 X's/ <u>mo</u>	Mr. Wald
High Intensive/Low	Madison, Rian,	Comprehension		1:00-2:00
Strategic	Michael, Josh, and	Vocabulary		M-F
	Katy			
	Chris, Samantha,	Word Analysis	1 X/ <u>mo</u>	Mrs. Smith
Strategic	V incent, Burt,	Comprehension		10:30-11:00
	Jessie, Caitlin, and	Vocabulary		M-F
	Nate			

Skill Growth By Tiers Intervention Plan

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Skill Growth by Tiers

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	Intervention		Instructional	Progress	
	Grouping	Students in Group	Focus	Monitoring	Instructor/Time/Days
	Recommendations			Plan	
	Low Intensive				
	High Intensive/Low Strategic				
	Strategic				

Goal Setting By Group

- Are students placed in intervention groups appropriately?
- How often are students with strategic needs being progress monitored?
- How often are students with intensive needs being progress monitored?
- Discuss current intervention groups. Does anything need to change?



Goal Setting for Individual Students

- Drill down to the individual student level.
- Identify priorities for instruction during interventions for students with strategic and intensive needs.
- How are you utilizing progress monitoring information to guide instruction?



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Other Suggestions

- Look at individual teacher data in both summary reports and skill growth by tier reports.
 - Teachers should identify spring goals for their class
- For those groups with strategic and intensive needs, review the group growth by tier and individual growth by tier every 4 - 6 weeks and use that information to guide instruction.
 - Strategic=PM 2x/month
 - Intensive=PM 2-4x/month



Spring Assessment Window

 ALL students Pre-K through 10th grade must be assessed during this window

May 6-24, 2013



SY 2013-2014 Benchmark Assessment Windows

- Fall
 - September 9 September 28, 2013

- Winter
 - January 6 January 24, 2014

- Spring
 - May 5 May 23, 2014

